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ABSTRACT

The Bilingual Education and Career Awareness Program (BECA) at Adlai E. Stevenson High School, The Bronx, completed the second of its 3-year funding cycle in June 1985. BECA offered a bilingual academic program with a business-technology (industrial arts) emphasis to 254 Hispanic ninth through twelfth graders of limited English proficiency (LEP) from Spanish-speaking homes. Main goals include increasing students' English and Spanish language proficiency, helping meet graduation requirements, developing career awareness and vocational aims, improving attendance, and lowering suspension rates. Full-year courses at three levels were offered in English as a second language (ESL), English reading, and Spanish for native speakers, along with a one-semester transitional course, and four one-semester enrichment courses for advanced students. Program objectives were assessed in English language and native language development, bilingual industrial arts and business education classes; and attendance and suspension rates. Objectives were met for English and Spanish language development, passing rates in business and industrial arts classes, attendance and suspension rates. Recommendations include: (1) hire a clerical staff member; (2) analyze low enrollment in some industrial arts courses; (3) increase activities of parental advisory committee; (4) implement previous recommendations; and (5) give first priority to strict compliance with program proposal. (MCK)

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ADLAI E. STEVENSON HIGH SCHOOL

BILINGUAL EDUCATION AND CAREER AWARENESS PROGRAM

1984-85

OEA Evaluation Report

UD 024 455

O.E.A. Evaluation Section Report

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Grant Number: G00-830-2767

ADLAI E. STEVENSON HIGH SCHOOL

Principal: Edward Hom

BILINGUAL EDUCATION AND CAREER AWARENESS PROGRAM

Project Director:
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1984-85

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A SUMMARY OF THE REPORT

The Bilingual Education and Career Awareness (BECA) Program completed the second year of its three-year funding cycle. In 1984-85, the program offered a bilingual academic program with a business-technology (industrial arts) emphasis to 254 Hispanic students of limited English proficiency in grades nine through twelve. The target population represented 13 Spanish-language countries: 52 percent were born in Puerto Rico, 21 percent were born in the Dominican Republic, and 11 percent were born in Ecuador. All program students spoke Spanish at home. The students varied in English language proficiency and native language ability.

The program's three main goals were to increase students' English and Spanish proficiency, to help them meet high school graduation requirements, and to develop their career awareness and vocational aims.

Title VII provided funding for administrative and support services staff. Non-Title VII personnel assigned to the program included 25 classroom teachers and three educational assistants. The program faced several difficulties meeting its staffing objectives. Two proposed positions were never funded -- an assistant director and one paraprofessional. The duties of these positions were distributed among the program director, the guidance counselor, and the curriculum/resource teacher.

The program's E.S.L. curriculum offered three full-year levels of elementary, intermediate, and advanced courses, as well as a one-semester transitional course, and three full-year levels of English reading. The Spanish language arts curriculum offered three full-year levels of Spanish for native speakers and four one-semester enrichment courses for advanced students. Lack of student interest in the industrial arts classes resulted in low enrollment and in fewer course offerings in this area. Support services consisted of individual and group sessions on school orientation, self development, career awareness, and personal problems. The program also provided extracurricular activities including 12 field trips and the celebration of cultural festivals. Staff development in-school activities included departmental meetings, training sessions in team building, goal clarification, and computer training; out-of-school activities consisted of attendance at work-shops, conferences, and university courses. Program parents were members of the advisory committee and participated in some student activities.

Movement toward achieving some non-instructional program objectives remains slow, as was reported in last year's evaluation report. None of the proposed curriculum development objectives have been met.

Program objectives were assessed in English language development (Criterion Referenced Syntax Test), growth in the native language (Interamerican Series, La Prueba de Lectura); Spanish bilingual industrial arts classes and bilingual business education classes (teacher-made tests); and attendance and suspension (school and program records). Quantitative analysis of student achievement data indicates that:

-- Overall, the program objective for mastery of CREST objectives was met both semesters: students mastered an average of 1.1 CREST objectives per month in the fall and 1.5 CREST objectives per month in the spring.

-- Students made significant gains in Spanish language achievement, thus meeting the program objective.

-- There were no statistically significant differences in the passing rates of program and mainstream students in business and industrial arts courses both semesters. The program objective was thus met.

-- The attendance rate of program students was significantly higher than that of mainstream students, meeting the proposed objective.

-- No program students were suspended during the academic year, thus the proposed objective in this area was met.

The following recommendations are offered for overall project improvement:

-- If funding permits, assigning a paraprofessional to the program to perform the clerical tasks now being performed by the guidance counselor and the curriculum/resource teacher so that they can perform their assigned tasks as originally proposed.

-- Undertaking an analysis of the reasons underlying the low enrollment in some industrial arts courses.

-- Increasing the activities of the Parent Advisory Committee so that its input to the program may be enhanced.

-- Reviewing and implementing last year's evaluation recommendations.

-- Giving first priority to strict compliance with specific objectives and timetables of the program proposal.

ACKNOWLEDGMENT

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings, integrated material into reports, and has written summaries. Ken Goodall has edited the report. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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BILINGUAL EDUCATION AND CAREER AWARENESS PROGRAM

AT

ADLAI E. STEVENSON HIGH SCHOOL

Location:	1980 Lafayette Avenue Bronx, New York 10473
Year of Operation:	1984-1985 Second Year of Title VII Funding
Languages of Instruction:	English and Spanish
Number of Participants:	230 Students Fall Term 254 Students Spring Term
Principal:	Edward Hom
Project Supervisor/Assistant Principal, Foreign Languages Department:	Irving Pfeefer
Program Director:	Mercedes Vinas

I. OVERVIEW

The Bilingual Education and Career Awareness (BECA) Program at Adlai E. Stevenson High School in the Bronx is an academic program with a business-technology (industrial arts) emphasis. It is the fourth bilingual project sponsored by the high school since its opening in 1970. The earliest efforts included English as a second language (E.S.L.) classes and some subject-area classes taught in a bilingual mode. Two subsequent bilingual programs were conducted in 1977-80 and 1980-83. The BECA program was approved for a three-year funding cycle, 1983 through 1986. This was its second year.

The program served an average of 254 Hispanic limited English

proficient (LEP) students in the spring and fall terms. Its three main goals are to raise the students' English and Spanish language proficiency levels, to develop student career awareness and appropriate vocational goals, and help students to meet the requirements for high school graduation.

The program has been hampered by the assignment to staff members of school clerical work not included in the Title VII proposal and by funding reductions which eliminated two positions originally proposed: an assistant director and one paraprofessional.

The program's funding proposal did not contain specific second-year objectives as it did for its first and third years. Nevertheless, it is clear that movement toward achieving program objectives is constant but remains slow, as was reported in last year's evaluation report, in the curriculum development area. None of the curriculum objectives have been met.

The program acted upon one of the recommendations made in last year's evaluation report ("To make staff aware of the specific objectives for the year and jointly determine the activities that each member of the staff will undertake to further the program objectives") by holding a meeting at the beginning of the school year. However, it has not been able to implement a recommendation for the organization of data collection and one to improve attendance. The recommendations for "a system of consultations among assistant principals to check on planned changes in programming" and "a problem-solving session designed to apply the creative efforts of participants to finding a way to properly serve the needs of the students in the program," could not be fully implemented. However, consultation

among the assistant principals was improved during the year; it was facilitated by the program director and the guidance counselor.

II. PROGRAM CONTEXT

Adlai E. Stevenson High School, which houses the BECA program is in a well-kept middle-class residential area of the Bronx, between the Castle Hill and the Soundview areas. The school is surrounded by one and two-family privately owned houses. Nearby are several middle-income cooperative high-rise apartment buildings and a low-income public housing project.

The school's total student population is 4,649; the Hispanic population numbers 2,633 or 57 percent of the total (Table 1). Most of the students speak Spanish at home, although a few speak Chinese or French (Haitian). Of the Spanish speakers, 337 are classified as LEP (Table 2).

TABLE 1

Ethnic Composition of Adlai E. Stevenson Students

Ethnicity/Race	Number	Percent
Hispanic	2,633	57
Black	1,891	41
White	89	2
Asian/Pac. Islander	33	less than 1
Native American	3	less than 1
TOTAL REGISTER	4,649	100

- Over 50 percent of the students in the school are Hispanic.
- Black students form the next largest group -- 41 percent.

TABLE 2

Home Languages of Adlai E. Stevenson Students

Language	Number of Students	Number LEP	Percent LEP
Spanish	2,633	337	13
English	1,950	0	0
Chinese	33	4	12
Haitian Creole	32	3	9
Other	1	1	100
TOTAL REGISTER	4,649	345	7

- Seven percent of the school population are classified as LEP; the overwhelming majority of these are Spanish speakers.
- Thirteen percent of the Spanish-speaking students are classified as LEP (337 students).

III. PROGRAM STAFF AND FACULTY

The BECA program is supervised by the assistant principal for foreign languages. Title VII staff members, supervised by the program director, include a curriculum/resource teacher, a bilingual guidance counselor, a paraprofessional, and a secretary. Non-Title VII personnel include 20 teachers, working under their respective departments and three paraprofessionals assigned to classroom duties. Two of the positions for paraprofessionals are supported by New York State Pupils with Special Educational Needs (P.S.E.N.) funds and one by Chapter I.

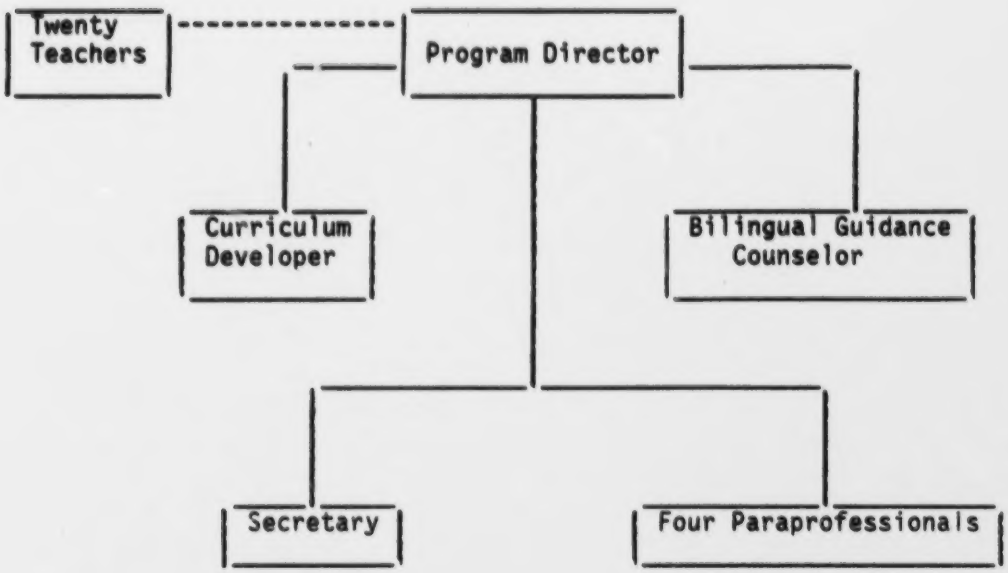
Appendix A presents the characteristics of the program staff members.

The faculty assigned to the program are bilingual, except for the industrial arts teachers of the business/technology component; they are all certified and experienced in the areas in which they serve. Bilingual paraprofessionals are not only experienced, but they are pursuing a degree in education.

The organization of the BECA program within the school is given in Figure 1.

Figure 1

PROGRAM ORGANIZATION WITHIN THE SCHOOL



*One Title VII-funded.

_____Direct Supervision

----------Collaboration and Communication

IV. STUDENT CHARACTERISTICS

The BECA program served 230 Hispanic LEP students in the fall and 254 in the spring--five percent of the school population and ten percent of the school's Hispanic students.

The program's entry criteria are a score below the twenty-first percentile on the English part of the Language Assessment Battery (LAB), program staff recommendation, and student and parental consent. Proficiency of program students in English ranges from zero English to advanced E.S.L. placement. In the fall term, for example, 67 of the program students (29 percent) were enrolled in beginners level E.S.L., 70 (30 percent) in intermediate level, 39 (17 percent) in advanced level, and 54 (23 percent) in transitional level. Spanish language proficiency also varied.

Program students' length of residence in the United States ranges up to three years. These students come from a number of Latin American countries, the majority from Puerto Rico. The program students were evenly divided by sex and similar proportions of students were in the ninth, tenth, and eleventh grades (29, 28, and 30 percent, respectively). Only 13 percent of the program population were twelfth graders. Tables 3 through 5 give details of the program students' countries of birth, grade, age, and time spent in the program.

Most program students, like other students at Adlai E. Stevenson, reside in the South Bronx and come from poor families. The school's free lunch program serves 1,404 students or 30 percent of the student population; the percentage of program students is even larger. Many students work part-time.

TABLE 3

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	132	52
Dominican Republic	53	21
Ecuador	28	11
Central and South America (country unspecified)	24	9
United States	11	4
Unknown	4	2
Cuba	3	1
TOTAL	255	100

- Over half (52 percent) of the program students were born in Puerto Rico.
- Twenty-one percent were born in the Dominican Republic, 11 percent in Ecuador, and nine percent in Central and South America.

TABLE 4

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	0	0	0	1
14		0	0	0	5
15			0	0	25
16	22			0	72
17	18	15			60
18	9	11	22		53
19	3	3	8	7	21
20	0	2	1	6	9
21	0	0	1	1	2
TOTAL	72	72	71	33	248
Overage Students					
Number	52	31	32	14	129
Percent	72	43	45	42	52

Note. Shaded boxes indicate expected age range for grade.

- Fifty-two percent of the program students are overage for their grade.
- The highest percentage of overage students is in grade nine.

TABLE 5

Time Spent in the Bilingual Program[a]

(As of June 1985)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	5	2	4	0	11
1 Academic Year	45	29	20	4	98
2 Academic Years	23	41	51	29	144
TOTAL	73	72	75	33	253

[a]Rounded to the nearest year.

- One hundred nine students (43 percent) have been in the program for one year or less.
- One hundred forty-four students (57 percent) have been in the program for two years.

V. FINDINGS

The evaluation findings are presented by program objectives. They include the results of student performance in courses and tests, review of program materials and records, interviews with relevant personnel, and classroom observations.

ENGLISH LANGUAGE OBJECTIVES

-- As a result of E.S.L. instruction, students in E.S.L. classes will master an average of one CREST objective per 20 days of instruction.

The E.S.L. curriculum has two tracks: a grammar and writing track and a reading track. Both have beginners, intermediate, and advanced levels. The grammar track also has a transitional level, but it is not actually part of the BECA program; it is a course for mainstream students classified as comparably limited in their native language and English. In the grammar track, the beginners and intermediate levels meet two periods a day; the other levels meet one period a day. In the reading track, all classes meet one period a day.

E.S.L. placement is made on the basis of LAB results, teacher interviews, and information from feeder schools when available.

Seven teachers were assigned to the E.S.L. component, six certified in E.S.L. and two not certified. Two of these teachers also taught Native Language Arts (N.L.A.) in the program.

Appendix B lists the E.S.L. courses taught this school year.

Student Achievement in E.S.L.

The assessment instrument used to evaluate this objective was the Criterion Referenced English Syntax Test* (CREST). The CREST was developed by the New York City Public Schools to measure mastery of the syntax skills presented in the E.S.L. curriculum. The CREST uses four items to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while Level 3 measures mastery of 15 skills.

The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month were calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 6 presents the test results for students who were pretested and posttested with the same level. Complete data (levels, pretest score, and posttest score) were available for 144 students in the fall and 120 students in the spring who were reported to be taking E.S.L. classes (levels 1, 2, and 3).

Examination of Table 6 reveals that the objective was met. Overall,

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*Extensive information on CREST syntax skills and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test. Board of Education of the City of New York, Division of High Schools, 110 Livingston St., Brooklyn, N.Y. 11201.

students acquired an average of 1.1 CREST objectives per month in the fall and 1.5 CREST objectives per month in the spring. Students tested on Levels 1 and 2 both semesters surpassed the proposed objective. Students tested at Level 3 met the objective in the spring semester but had lower gains during the fall.

Perhaps this was due to the fact that fewer skills are tested at that level and partly because mastery of objectives takes longer at that level. The program objective appears to be based on the assumption that progress across levels is linear; the lower achievement at level 3, which is found frequently in other bilingual programs, suggests that it is not.

TABLE 6

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mastery Mean	Mastery S.D.	Mean Mastery Per Month
				FALL				
1	52	8.2	5.0	10.8	6.8	2.6	6.6	1.0
2	56	13.0	5.8	18.0	4.8	5.0	4.0	2.0
3	36	9.8	3.8	11.3	3.7	1.5	3.2	0.5
TOTAL	144	10.5	5.5	13.8	6.3	3.3	5.1	1.1
				SPRING				
1	38	9.4	5.6	16.7	6.0	7.3	4.0	2.4
2	46	14.7	6.5	18.3	5.1	3.6	3.0	1.2
3	36	9.2	4.0	12.3	2.7	3.1	2.6	1.0
TOTAL	120	11.4	6.1	16.0	5.5	4.6	3.7	1.5

•Overall, the proposed objective was met both semesters; students mastered at least one objective per twenty days of instruction.

NATIVE LANGUAGE OBJECTIVE

-- As a result of program participation, students will show a gain in Spanish language achievement that does not differ significantly from the gain of similar non-program students.

The program's N.L.A. curriculum had five levels of Spanish taught as a first language, including three one-year levels of Spanish grammar, writing, and reading, plus a core of Spanish enrichment courses (culture and literature) for advanced students. All were taught in both fall and spring.

Student Achievement in Native Language Arts

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura*, Level 3, Forms A and B. The Prueba de Lectura is part of the Interamerican Series of Tests published by the Guidance Testing Associates. The test items for the series were selected for cultural relevance to Hispanic cultures in the Americas.

The Prueba de Lectura was administered in October and May. Because the publishers recommend local norms and programs test out-of-level, analysis was based on raw score gains rather than on standard score gains. The results are presented in Table 7. Complete data on both tests were available for 152 (60 percent) program students. However, data for non-program students were not available and, therefore, comparisons between program and non-program students could not be made.

Statistical significance of the mean gain was determined through the correlated t-test model to demonstrate whether the mean gain is larger than

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*Information on psycometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria. San Antonio, Texas 78284.

would be expected by chance variation alone. Because statistical significance does not provide enough descriptive information, the table also includes the proportion of students making gains.

Examination of Table 7 reveals that overall, the average gain of 8.9 was statistically significant. In addition, it was found that 84 percent of the students made gains, and half of them made gains of eight points or above.

TABLE 7

Results of the Prueba de Lectura, Level 3

Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	GAIN Mean	GAIN S.D.	Proportion Making Gains
152	52.4	17.0	61.3	15.0	8.9**	10.0	84.0

**statistically significant at the .01 level

- Students made significant gains in Spanish achievement.

CAREER OBJECTIVES

-- As a result of program participation, the percentage of students passing bilingual industrial arts classes will equal statistically the percentage of students passing regular industrial arts classes.

-- As a result of program participation, the percentage of students passing bilingual business education classes will equal statistically the percentage of students passing regular business education classes.

The distinctiveness of the BECA program lies in its career awareness component, which includes courses in business, industrial arts, and related areas. Originally, the component offered 14 courses. The business courses included bookkeeping, retailing, and typing; courses in industrial arts included auto maintenance, blue-print reading, drafting, graphic arts, home repair, jewelry, and wood; and courses in other areas included child care, foods, nursing, and sewing. Many courses in this component have been withdrawn, however, because of diminishing enrollments. Only seven specialized courses were offered this year: auto maintenance, (two classes), home maintenance, bookkeeping (2 classes), recordkeeping, graphic arts (two classes), jewelry, (two classes), and typing. Only four courses will be offered in the fall of 1985: graphic arts, jewelry, typing, and wood.

Five teachers were assigned to this component, one full-time and four part-time. The full-time teacher served as bilingual dean and taught civics, for which he was certified, and bookkeeping and recordkeeping. The part-time teachers were certified in their respective areas, one in typing and three in industrial arts. Business teachers were bilingual; industrial arts teachers were monolingual English speakers.

Industrial arts teachers had bilingual paraprofessionals in every classroom. The paraprofessionals translated instructions and helped in

using the equipment. Graphic arts and auto repairs were offered in double periods; the others in single periods. These specialized courses are presented in Appendix C.

The evaluation team visited three industrial arts courses: auto maintenance, graphic arts, and jewelry. In the auto maintenance classroom, seven students out of an enrollment of 12 were present, working under the supervision of the teacher and paraprofessional. The students complained that the work they could do in the shop was limited because they were not allowed to use much of the equipment. Of four car engines, they were allowed to use only one for simple work, they said. They were not allowed to use such sophisticated equipment as the computerized emission analyzer, which was used only by mainstream students. The students also said they did not have proper bilingual textbooks or other materials in Spanish. They indicated that most program students interested in this type of course knew of the situation and were waiting until they were more proficient in English so they could take the course in the mainstream.

The graphic arts course visited by the evaluation team had 17 of 24 enrolled students present. They were working in small groups preparing the BECA program booklet, "Youth Creation-Creacion Juvenil," which is published once a year by the graphic arts students. The teacher said the students do all the work on the publication except running the press, which he does himself. The students worked at their respective tasks, asking questions or consulting with members of their groups.

Also visited was the jewelry course, with 16 of 20 students present. Students worked in small groups or alone making rings, bracelets, and earrings of copper or brass under the supervision of the teacher and a paraprofessional.

A monolingual English-speaking teacher and bilingual paraprofessional were present in every classroom visited. Students requested information from either the teacher or the paraprofessional. The classroom climate was lively, and the students appeared to be proud of their work. Only the auto repair students showed dissatisfaction.

Student Achievement in Business and Industrial Arts Courses

Table 8 presents the passing rates for program and mainstream students in industrial arts and business education courses each semester. Statistical significance of the difference between program and mainstream passing rates was determined through a z-test for the significance of difference between two proportions*. This procedure tests whether the difference in the rates for two independent groups are greater than can be expected by chance variation.

Overall, the program objective was met. Examination of Table 8 reveals that there were no statistically significant differences in passing rates for students enrolled in business education courses in the fall and spring semesters, and in industrial arts courses in the fall. Students enrolled in industrial arts courses in spring were found to have a significantly higher passing rate (.<05) than mainstream students.

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*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968

TABLE 8

Passing Rates for Program and Mainstream Students in Bilingual Business and Industrial Arts Classes

	BILINGUAL PROGRAM		MAINSTREAM CLASSES		
	Number of Students	Percent Passing	Number of Students	Percent Passing	z-test Value
FALL					
Business	57	75.4	1,905	65.0	1.62
Ind. Arts	37	83.8	1,266	72.8	1.48
SPRING					
Business	17	70.6	1,717	73.0	-0.22
Ind. Arts	71	77.5	1,317	68.0	1.67*

*statistically significant at the .05 level

CONTENT-AREA INSTRUCTION

Although the program did not propose specific achievement objectives in this area, bilingual instruction was offered to all program students in mathematics, science, and social studies. All courses fulfilled the graduation requirements of the New York City Board of Education. English was used mainly to translate nomenclature but also sometimes more extensively when the level of the class permitted. Curricula and class content paralleled equivalent mainstream courses. Board of Education curricula were used in all courses. Textbooks were in Spanish.

Four teachers were assigned to subject areas--two full-time teachers of science and social studies and two part-time teachers of math. All were certified in their respective areas.

Appendix D lists the courses in the subject areas for fall and spring semesters, respectively.

NON-INSTRUCTIONAL OBJECTIVES

Programming

-- All program students will meet with the assistant project director in order to plan their school program.

An individualized program is designed in consultation with each student by the bilingual guidance counselor based on an analysis of the student's records and the teachers' recommendations.

Partial mainstreaming is begun whenever a student shows the capacity to perform in mainstream classrooms. Teacher recommendations are followed. To begin with, only one mainstream course is included in the student's program; the student's overall program and the courses available determine which course is incorporated first. Depending on performance in this

initial mainstream course, others are added one at a time. Full mainstreaming is accomplished after the student reaches the twenty-first percentile on the LAB and is not experiencing language difficulty in mainstream courses. The program met its student programming objective.

Supportive Services

-- Fifty percent of program students will participate in group counseling sessions.

-- All program students will meet with the guidance counselor for career and psychological counseling.

Counseling and advisement were the tasks of the bilingual guidance counselor, who was a licensed counselor and served both program students and mainstream bilingual students taking E.S.L. The school principal stated that starting next school year, counseling these non-program students will be done by the school's guidance department.

Counseling is done in group and individual sessions. The group sessions have three main goals: to orient new students to the school milieu, to develop positive self awareness in the students, and to develop appropriate career awareness. School orientation is given to new program students in the first and second group sessions of the fall term. The students are given information about the credit concept, general school orientation, and personal school guidance. Self awareness is developed using the activities of the "Yo Puedo" (I Can) kit. This bilingual kit aims to help students develop a more positive self concept, to create an environment in which students can talk about their personal problems, and to develop in the students techniques of listening and self expression. It includes activities to develop leadership, self advocacy, organization, and planning for the future.

Career awareness is developed through the JOB-O kit, which indicates the job categories in which a student might have potential interest or abilities. The information is used in conjunction with the Metro-Guide System, which provides a group of 20 questions.

Answers are fed into the school computer, which is hooked up to a national system that provides a printout with current information about schools, aptitude information, market demands, salaries, job locations, and general information about particular occupations.

Individual counseling includes crisis intervention, problem solving, programming, discussion of academic and vocational goals, resolution of school delinquency problems, discussion of in-school and out-of-school personal difficulties, and referrals to school and outside agencies. The counselor contacts parents by phone and mail.

Also involved in the counseling process are the program director, other program staff members, and the school's employment counselor. In cooperation, all involved have achieved the program's counseling objective. Appendix E lists support services offered to program students.

Extracurricular Activities

-- Fifty percent of the program students will visit business offices and industrial plants.

Program students participated in most of the regular extracurricular activities of the school. The program itself offered 11 trips to students this year -- to the New York Times, the Spanish Repertoire Theater, the Museum of the American Indian, the Museum of the City of New York, the Museum of Natural History, Hayden Planetarium, South Street Seaport, Bronx Community College, the Pennsylvania Dutch Country, El Coyote restaurant, La

Guardia Community College, and F.D.R. State Park. These activities, although useful to students, were not related to the program objective of enhancing knowledge of business and industry.

Affective Domain

-- As a result of program participation, the attendance rate of program students will not differ significantly from that of the school as a whole.

-- As a result of program participation, the percentage of program students who are suspended will be significantly lower than the percentage of non-program students who are suspended.

Program students received several awards, including 16 for perfect school attendance. Four program students were recognized for achieving the highest average per grade, 11 were members of ARISTA, the high school honor society, and 19 participated in the National Spanish Examination with two winning prizes. In addition, seven other school awards were won by program students.

As reported by the project director, 79 students left the program during the school year; five were mainstreamed, 17 transferred to another school, 19 left the United States, and 11 students dropped out of the program. Twenty-seven program students were scheduled to graduate this school year.

Attendance Outcomes. Since the school's attendance rate includes the attendance of program students, statistical significance between program and school attendance was determined through the application of a z-test for the significance of a proportion*. This procedure tests whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than what can be expected

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

by chance variation.

The attendance rate for program students was 89.83 percent, approximately 11 percentage points above the schoolwide attendance rate (79.25). The z-test results (4.08) indicated that the difference in attendance rates is statistically significant. Thus, the program objective was surpassed.

The number of mainstream students suspended in the 1984-85 year was 174 (.02 percent). No suspensions were reported for program students. The program objective was thus met.

Curriculum Development

-- Curriculum will be developed in E.S.L., mathematics, career education, and English language skills.

The curriculum resource teacher was responsible for curriculum development. He told the evaluation team he had been developing an elective Spanish course, Spanish VII, and helped in the translation of Spanish content examinations. In addition, he taught the bilingual bookkeeping course and two courses in South American history and literature; performed clerical tasks for the program, including the preparation of materials for the LAB and CREST examinations; and performed clerical tasks for the school at large, including the translation into Spanish of all school correspondence and guidelines to bilingual parents. As a result, curriculum development objectives have not yet been met.

Staff Development

-- Program staff will take 20 university credits in bilingual education and in courses which will lead to certification in their subject areas.

-- Program staff will attend in-service training workshops.

Staff development is a principal goal of the program. This component includes such in-school activities as departmental meetings and training sessions by the Bilingual Education Multicultural Service Center (BEMSC) of Hunter College and by representatives of bilingual material publishers. The program director stated that the BEMSC services include staff instruction in team building, goal clarification, and computer training. Out-of-school activities include attendance at workshops, conferences, and university courses. Appendix F lists staff development activities.

Parental Involvement

-- Sixty percent of parents who participate in program activities will meet individually with project staff in order to discuss students' adjustment.

The Parent Advisory Council of the program which consists of eight parents. four staff members, and six students met three times. Parent members of the council participated in some student activities, especially the trips.

VI. CONCLUSIONS AND RECOMMENDATIONS

The program appears to have achieved its primary academic and career awareness goals and is an effective, integral part of the school. However, it has several difficulties.

The cancellation of two positions in the original proposal, an assistant director and one paraprofessional, together with the tendency of the school at large to rely on the program for assistance in bilingual tasks not related to the original proposal, placed severe strains on the program. These strains were partly responsible for the program's failure to meet some of the non-instructional objectives and some of the recommendations made in last year's evaluation.

A second area of difficulty is the lack of student motivation and/or curricular interest in some areas of the business/technology component. Fewer students have tended to enroll in these courses this year and the result has been a progressive decrease in course offerings.

The following recommendations are offered:

(1) An additional paraprofessional should be assigned to the program to perform clerical and other tasks. This would enable program staff to spend more time on program-objective-related tasks.

(2) Program staff should investigate the reasons for low enrollments in some areas of the business/technology component and institute corrective measures so that course offerings may be based on student needs and interests.

(3) The program should review its objectives and revise them

based on the experiences of the first two years of operation. The number of objectives originally proposed, although comprehensive, appear to be too ambitious given program resources. The program might identify priority objectives and concentrate its efforts in the achievement of these objectives. Once those objectives have been achieved, other objectives might be addressed by future programs.

VII. APPENDICES

APPENDIX A

Program Staff Characteristics

Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed of certified for this title function	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
Project Director	1.0	BA, MA, MS Professional Diploma A&S	Yes	16	BIL 11/ESL 4/FL16
Bilingual Guidance Counselor	1.0	BA - Spanish MS - Guidance	Yes	5	ESL 4(as Para) ESL 1(as Teacher)
Resource Teacher/Curriculum	.6 .4	BA - Spanish MA - Spanish	Yes	3	BIL 2/ESL 1
Secretary	1.0	30 Credits	Yes		
Bilingual Paraprofessional	1.0	48 Credits	not applicable	11	BIL 11

APPENDIX B

Instruction in E.S.L. and English Reading

Courses	No. of Classes		No. of Classes with Paraprofessional		Total Register		Course Description
	Fall	Sp.	Fall	Sp.	Fall	Sp.	
ESL A Beginners	2	2	1	2	42	30	Oral-aural techniques
ESL B Beginners	2	2	2	2	25	31	" " "
ESL C Intermediate	2	2	2	2	38	26	" " "
ESL D Intermediate	2	2	1	1	32	34	" " "
ESL E Advanced	2	1	1	1	29	20	Oral-Aurals Heavy Concentration in Reading & Writing
ESL F Advanced	1	1	1	0	10	13	" " "
ESL G/H Transitional	5	5	2	3	54	59	" " "
Reading 1/2 Beginners	2	2	0	1	67	66	Reading & Writing
Reading 3/4 Intermediate	3	3	0	3	65	75	" " "
Reading 5/6 Advanced	2	2	0	0	46	35	" " "

Note: The beginning, intermediate, and advanced E.S.L. courses followed New York State Curriculum and used the LADO Series and additional readers. The transitional E.S.L. course followed New York City curriculum. All reading courses used program-developed curriculum and the Everday English text.

APPENDIX C

Specialized Courses

Courses	No. of Classes		No. of Classes with Paraprofessionals		Total Register		% of English Used	Course Description	Texts/Materials in Use
	Fall	Sp.	Fall	Sp.	Fall	Sp.			
Bilingual Typing 1	1	-	0	-	34	-	10	Elementary Typing	Standard Texts
Auto Maintenance	1	1	1	1	19	9	20	Beginning Car Maintenance	Hands-on & Worksheets
Home Maintenance	1	-	1	-	5	-	20	Skills in Elementary Carpentry, Electricity, Plumbing	Hands-on Book & Video
Graphic Arts	1	1	1	1	29	20	20	All aspects of Magazine Publishing	Computer, Typewriters, Teacher-Developed Material
Bookkeeping 1/2	1	1	0	0	18	19	0	Business Transactions, Forms	Spanish Text
Recordkeeping	1	-	1	-	13	-	0	Filing, Business Math, Language Skills for Business	Spanish Text
Jewelry	-	2	-	2	-	47	20	Making jewelry using metals, enamels	Teacher-developed materials, special tools

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APPENDIX D

Content-Area Instruction

Title and Level	No. of Classes		No. of Classes with Paraprofessionals		Total Register		Course Description	Curriculum*
	Fall	Sp.	Fall	Sp.	Fall	Sp.		
Life Science - Term 1/2	2	2	0	1	52	52	Plants, Animals and the Environment	C
Hygiene	1	1	0	0	26	18	Sex Education/Alcohol/Drugs and STDs	C
Introduction Phy. Science	2	2	0	0	52	43	General Science (Astronomy, Earth Science, Physics)	C
Global History - Term 1	1	-	0	-	29	-	World History	C
Global History - Term 2	2	2	1	1	43	56	World History	C
Global History - Term 3	1	1	0	0	32	27	World History	C
American History 1	1	2	1	0	28	44	American History	S
American History 2	-	2	-	1	-	59	American History	S,P
Bilingual Civics	1	1	0	0	22	20	Civics	C
Bilingual Economics	1	-	0	-	27	-	Economics	C
Bilingual Math 1	1	1	1	1	35	24	Introduction to Math	C
Bilingual Math 2	2	2	1	0	31	40	Introduction to Math	C
Bilingual Math 3	1	1	0	0	15	17	Introductory Math	S
Bilingual Math Skills	-	1	-	1	-	28	Remedial Math	O

*Codes: C = New York City S = New York State P = Program-Developed O = Other

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APPENDIX E

Support Services

TYPE OF SERVICE	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED
COUNSELING			
o ACADEMIC	Project Director/ Bilingual Guidance Counselor	Twice a year	Spanish/ English
o PERSONAL	Project Director/ Bilingual Guidance Counselor	As needed	Spanish/ English
o CAREER ORIENTATION	School Staff/Bilingual Guidance Counselor/Outside guests	Career Day once a year Group career	Spanish/ English
o COLLEGE ADVISEMENT	College Counseling/ Bilingual Guidance Counselor	Counseling 8 times per semester As needed	Spanish/ English
o INDIVIDUAL	Bilingual Guidance Counselor	As needed	Spanish/ English
o GROUP	Bilingual Guidance Counselor	As needed	Spanish/ English
REFERRALS			
o IN-SCHOOL	Bilingual Guidance Counselor	As needed	Spanish/ English
o OUT-OF-SCHOOL	Bilingual Guidance Counselor	As needed	Spanish/ English
CAREER/VOCATIONAL			
o PLACEMENTS	Employment Counselor	As needed	Spanish/ English
FAMILY CONTACTS			
o TELEPHONE	Guidance Counselor/ Project Director	Truants monthly/ others ongoing	Spanish/ English
o MAIL	Guidance Counselor/ Project Director	Truants monthly/ others ongoing	Spanish/ English
o PROGRAM ACTIVITIES	Project Director/ Staff-Bilingual Department	Special events	Spanish/ English
o SCHOOL ACTIVITIES	School Staff	Semester/ yearly	Spanish/ English
PARENT INVOLVEMENT			
o WORKSHOPS	Staff-Bilingual Department	Semesterly	Spanish
o ADVISORY COMMITTEE	Staff-Bilingual Department	Several times a year	Spanish

APPENDIX F

Staff Development Activities Outside School

Strategy		Description(s), Goals, or Titles	Sponsor/Location	Frequency/ Number of Sessions	Staff Attending	
					No.	Title(s)
Workshops held outside school	1.	Fall Planning Conference	Div. of H.S., NYC BD OF ED.	1	1	Director
	2.	Basis Training	NYC BD. OF ED.	1	1	Director
	3.	Title VII Meeting	SED, NYC	1	1	Director
	4.	Technical Assistance Proposal	SED, NYC	1	1	Director
	5.	Evaluation Meeting	OBE, BD. OF ED., NYC	1	1	Director
Conferences and symposia	1.	Bilingual conference	SABE, LIBERTY, N.Y.	1	1	Director
	2.	Bilingual conference	NABE, San Francisco, Calif.	1	1	Director
	3.	Guidance conference	NYSCA	1	1	Director
	4.	Teachers of Spanish	AATSP, Yale University	1	1	Director
Other	1.	Bilingual Instructional Fair	BEMSC/LEHMAN COLLEGE	1	1	Director
	2.	Wordprocessing	BEMSC/COLUMBIA UNIVERSITY	1	1	Director
	3.	Teacher Trainer's Seminar	BEMSC/HUNTER COLLEGE	1	1	Director
	4.	Task Management	BEMSC/HUNTER COLLEGE	1	2	Director, Curr. Spec.
	5.	Spread Sheet Analysis	BEMSC/HUNTER COLLEGE	1	1	Director

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University Courses Attended by Staff

Staff Titles	Institution	Course	Grade P/F/ Inc	Total No. of Credits Taken
Director	College of New Rochelle	Dynamics of Interpersonal Behavior in School Administration	P	3
Curriculum Developer	City College of New York	Educational Policy and School Administration	P	3
" "	" "	Administration of Special Education	P	3
" "	" "	Leadership in Education	P	3
" "	" "	Curriculum Development and Supervision	P	3
Science Teacher	City College of New York	Biology of Mammals	P	3
" "	City College of New York	Introduction Educational Research	P	2
Social Studies Teacher	City College of New York	Theories and Practical Bilingual Education	P	3
ESL Teacher	College of New Rochelle	Teaching in Multicultural Classroom	P	3
Guidance Counselor	Fordham University	Institute on Bilingual Special Education Student		3
Curriculum Developer	City College of New York	Management of Schools	P	3
" "	City College of New York	Internship Administration & Supvr.		3
" "	City College of New York	Development & Evaluation of Materials		3
" "	City College of New York	Due Process for Handicapped		3
Science Teacher	City College of New York	Bio Fndtn Soc. Behav E.	P	3
" "	City College of New York	Soc Cult Fnd.	P	3
" "	City College of New York	Indiv Study Ed. Research	P	2
ESL Teacher	College of New Rochelle	Teach LEP with Handicap	P	3
" "	Wagner College	Family Life Education for Handicapped	P	3
" "	College of New Rochelle	Language Learning Theory		3
ESL Paraprofessional	York College	C & M Sec. School Bio.	P	3

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